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## Using Facebook to Improve Students' Writing Skill

### Abstract

This research was intended to apply facebook as the media to solve the problems in writing class of the fourth semester of nursing students. The design used in this research was collaborative Classroom Action Research. The researcher used several instruments; such as observation checklist, field notes, and writing prompt. The finding showed that by using facebook, the students could make their writing product better than when they were taught by using traditional grammar translation method. This result could be seen from the data, in terms of the students' individual writing product, in preliminary research, the number of students who passed the minimum passing grade (64) were only 2 students (9.09%). In Cycle 1, 22 students (100%) could pass the minimum passing grade (64). The improvement was due to the use of facebook as the media in teaching writing. It showed that by creating a discussion in facebook group, students had the opportunity for multi-level interaction with both the lecturer and other students. Students could also receive instant feedback on their writing. Consequently, students became more motivated in terms of in-class discussion and offered opinions since they were accustomed to express their idea through facebook group discussion.

**Keywords:** traditional grammar translation method, facebook, writing skill

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### Introduction

Rapid development of information and communication technology (ICT) over the past decade made a great contribution to many aspects of our life. The development of ICT helps language learners to obtain information more quickly. All kinds of media provided by the internet can be accessed only by a single click on the computer. The development of mobile phone technology also made learner easier to access all kind of information through the gadget anytime anywhere in real time. Social networking was one example of the result of the development of ICT which had great affect in human life especially the teenager. Social networking is where people place information about themselves on a personalized webpage to keep in contact with friends, family and meet new people. The current development of technology, especially social networking, force English teacher to be more creative and innovative in choosing the right media that suit with the students need.

One of many social networking that become trend among teenager is facebook. Facebook provide its user with easiness that can be accessed through many kind of gadget like the computer and mobile phone. Facebook possess a prominent position among other social media that makes it very potential media for learning. Facebook is a social networking site accessible throughout the world. Facebook is an online social networking service headquartered in Menlo Park, California. Its website was launched on February 4, 2004, by Mark Zuckerberg with his Harvard College roommates and fellow students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes (Wikipedia). Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system. When students use Facebook as a tool for their study by spending

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time browsing profiles, meeting new people, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language at the same time (Educause Learning Initiative, 2006).

Based on the researcher's experience in dealing with the nursing students, the EFL students frequently get difficulties in English. Among those difficulties, writing is considered to be difficult by the students. Based on the observation, the students had low motivation and were not interested in the writing class. They felt that writing was a boring activity. Moreover, the teaching learning process was still insufficient in the classroom. The first things which need to be solved was the teacher's technique in teaching writing because teacher played an important role in managing the class so that students would not get bored and also feel excited on having a writing class. Next, the condition of the teaching learning process in the class should be changed into more cooperative atmosphere between teacher and students and among students and not competitive atmosphere in order to create a conducive teaching learning process in writing class. In dealing with those problems, the researcher is interested in using facebook as the media in teaching writing.

Facebook considered to be effective in teaching writing of nursing students because facebook was a popular media among people especially teenagers. Furthermore, facebook could be used as a language-learning tool inside and outside of the classroom. By using facebook, teacher could set up a group discussion which would increase students' motivation since they could express their ideas not only in classroom activity, but also outside of the classroom. Students could have the opportunity to engage multi-level interaction both with their classmates and the teacher. Students could use a greater level of complexity in their written compositions,

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benefit from instant feedback, reduce mistakes and express opinions they would usually not be able to do orally or written in classroom activity.

### **Method**

The research was designed using classroom action research which was intended to solve a particular problem encountered by a teacher in the teaching and learning process, especially in the teaching writing. A classroom action research design was suitable as the research design in this research because the researcher was an English teacher who often finds some problems faced by the students in mastering the lessons. The students have difficulties in writing. Moreover, the researcher tries to solve the problem. It is in line with the basic point of the classroom action research that is to propose a strategy, technique, or media in the teaching and learning process to overcome the students' problem in mastering a particular subject. In this research, the researcher proposes using facebook as the media in teaching writing.

### ***Participants***

In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning up to the end of the process of the research activity in arranging the lesson plan, instructional material, teaching learning activities, the action, and evaluation. The sample of the research was 22 students of nursing department in fifth semester.

### ***Research Design***

The research designed was collaborative classroom action research which is intended to solve a particular problem encountered by a teacher in the teaching and learning process, especially in the teaching writing

### ***Procedures***

The researcher using the steps proposed by Kemmis and Mc Taggart (1998). The steps were preliminary study, analyzing and identifying the problem, then planning the action, observing, analyzing, and reflecting. In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning up to the end of the process of the research activity in arranging the lesson plan, instructional material, teaching learning activities, the action, and evaluation. Before starting the research activity, the researcher and the collaborator discussed all of the things related to the process in order to meet the same perception about the strategy being implemented, the procedure of the teaching and learning process being carried out, how to collect the data using the instruments, and how to score the students' test using the scoring rubric. During the process of implementing the strategy, the collaborator observed the students' activities by using observation checklist and field notes. After implementing the strategy, the teacher and the collaborator conducted reflection or discussion. In this session, the researcher and the collaborator analyzed the data from observation checklist, field notes, and the result of the test, in order to find out whether the criteria of success in use are achieved or not. Finally, the researcher and the collaborator drew the conclusion.

### **Result and Discussion**

#### ***The Result of Students' Writing on Preliminary Study***

The result of the research deals with how to improve the students' ability in writing procedure texts. To know the students' problem in writing procedure texts, the data in preliminary research are provided before presenting the research findings in Cycle 1. In table 3.6, no students were in the level of excellent. Most of the students' writing products on procedure text were in the level of fair. In relation to the students final scores in preliminary research, based

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on table 3.6, it could be seen that 12 students or more than a half students got E, 8 students got D, and 2 students got BC. The researcher found out that there were only 2 students who passed the passing grade BC (64); the rest of the students (20 students) did not pass the passing grade. The number of the students who passed and did not pass the minimum passing grade could be seen in Table 3.8.

Table 3.6 The Level of Students ' Writing Score in all Aspects in Preliminary Research  
STUDENTS WRITING SCORE

Level	Content	Organization	Vocabulary	Grammar	Mechanics
Excellent	0	0	0	0	0
Very good	1	1	1	1	1
Good	3	6	3	4	4
Fair	12	12	17	16	15
Poor	6	3	1	1	2
Total	22	22	22	22	22

Table 3.8 Students' Final Score of Procedure Text in Correlation with the Minimum Passing Grade in Preliminary Research

Score	Number of Students	Category
>64	2	Passed
<64	20	did not pass
Total	22	

### *The Result of Students' Writing on cycle 1*

All of the students score for each aspect of the writing product could be seen in Table 3.14. In this table, the students' made some improvement compared to the scores in preliminary research. There was no student in the level of poor. Most of the students' writing products on procedure text were in the level of fair very good.

Table 3.14 The Level of Students ' Writing Score in all Aspects in Cycle 1  
STUDENTS WRITING SCORE

Level	Content	Organization	Vocabulary	Grammar	Mechanics
Excellent	3	2	2	0	0
Very good	14	16	17	10	3
Good	4	4	3	12	19
Fair	1	0	0	0	0
Poor	0	0	0	0	0

Total	22	22	22	22	22
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In relation to the students' final scores in Cycle 1, based on table 3.15, it could be seen that 3 students got score A, 3 students got AB, 13 students got B, and 3 students got BC. Based on the result of the students' writing product, there was a great improvement of the students' average score from the students' writing on the preliminary research to the students' writing on the Cycle 1. The average score on the preliminary research was 44,3 and the average score of the students' writing on the first cycle was 76,3. It means that there was a 32 point of average score improvement. In the preliminary research, there were only 2 students who achieved the score above the criteria of success. Meanwhile, in the Cycle 1, all of the students had already passed the minimum score of the criteria of success that is 64 or BC. For detailed information about the improvement of the students' score in Cycle 1 compared to the score in the preliminary research can be seen in Table 3.17.

Table 3.17 The Students' Improvement in Writing Product in Cycle 1.

No	Aspects	Preliminary Research	Cycle 1	Percentage Pre-Research	Cycle 1
1	Average Score	44,3	76,3	-	-
2	Min Score	33	69	-	-
3	Max Score	68	96	-	-
4	Criteria of Success	64	64	-	-
5	Achieving Criteria of Success	2	22	9,09%	100%
6	Not Achieving Criteria of Success	20	0	90,91%	0%

Based on the students' scores on table 3.17, it can be concluded that the implementation of the process writing approach in the Cycle 1 met the criteria of success. The average score was 76.3. There were no students who got score under 64. The lowest score in the first cycle were BC which were acquired by 3 students, 13 students got score B, 3 students got score AB, and 3

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students got score A. The student's lowest score was 69 and the highest students' score was 96.

The data above showed that the students' achievement in their writing ability had achieved the criteria of success. There was also an improvement in terms of the aspect of writing. For detailed information about the students' improvement in writing in each aspect of writing can be seen in Table 3.18.

Table 3.18 The Students' Improvement in each Aspect of Writing

Aspect of Writing	Stage					
	Preliminary Study			Cycle 2		
	Mean	Min Score	Max Score	Mean	Min Score	Max Score
Content	2,11	1,5	4	3,89	2,5	5
Organization	2,34	1,5	3	4	3,5	5
Vocabulary	2.20	1,5	4	4	3,5	5
Grammar	2.25	1,5	4	3,68	3,5	4,5
Mechanics	2.23	1,5	4	3,14	3	4

Table 3.16 Students' Final Score of Procedure Text in Correlation with the Minimum Passing Grade in Cycle 1

Score	Number of Students	Category
>64	22	Passed
<64	0	did not pass
Total	22	

Based on the score of the students' final product in Cycle 1, it can be concluded that the implementation of the strategy on the first cycle had met the criteria of success. The average score of the Cycle 1 was 76,63. In addition, all of the students or 100% of the students had reached the criteria of success.

### Conclusion and Recommendation

Facebook were used to achieve the objective in teaching writing. The objective was that the students were able to write a simple procedure paragraph. In this case, facebook was very



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useful because it motivated the students to write. Group discussion in facebook was very usefull both for students and teacher. Students did not hesitate and shy to express their ideas and had more time to think before make writing or commenting the group discussion. Direct feedback for grammatical error and spelling error was given by the teacher. Students' enthusiasm in making writing in the group discussion was increase since they get direct feedback from the teacher. Their confidence and motivation to make a good writing product were also increase day by day since they were accustomed to make correct writing. Most students were able to keep this reduced level of mistakes throughout the five-week period. Bringing facebook into the class is a great icebreaker, and serves as a useful tool to prompt conservation. Using facebook could also generate interest and help create an atmosphere conducive to learning.

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